CALIFORNIA
CalSCHLS
SURVEY SYSTEM

CALIFORNIA HEALTHY KIDS SURVEY

Los Banos Unified Elementary 2021-2022 Main Report

California Department of EDUCATION

WestEd
WestEd.org

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PREFACE

HYPERLINK FEATURE

The digital version of this report has been hyperlinked. Click on the title of a section or a table in the List of Tables and you will be automatically directed to the actual content section or table in the report.

This report provides the detailed results for each question from the 2021-22 *California Healthy Kids Survey* (CHKS) for schools within this school district. The CHKS, along with its two companion surveys—the *California School Staff Survey* (CSSS) and the *California School Parent Survey* (CSPS)—form the California Department of Education's *California School Climate, Health, and Learning Survey* (CalSCHLS) System. CalSCHLS is the largest, most comprehensive state effort in the nation to regularly assess students, staff, and parents to provide key data on school climate and safety, learning supports and barriers, stakeholder engagement, and youth development, health, and well-being. Exhibit 1, at the end of the Preface, presents the major domains and constructs assessed by CalSCHLS. The Appendix lists the schools that administered the survey in the district and their response rates.

These surveys grew out of the California Department of Education's (CDE) commitment to helping schools create more positive, safe, supportive, and engaging environments and to promoting the successful cognitive, social, emotional, and physical development of all students. They provide a wealth of information to guide school improvement and **Local Control and Accountability Plan** (LCAP) efforts, particularly in regard to the state priorities of enhancing school climate, pupil engagement, parent involvement, and addressing the needs of vulnerable groups.

Factsheets, guidebooks, and other resources to help in understanding and using CHKS results are available for downloading from the CalSCHLS website (calschls.org), including ***Helpful Resources for Local Control and Accountability Plans*** (calschls.org/docs/lcap_cal_schls.pdf). The California Safe and Supportive Schools website (ca-safe-supportive-schools.wested.org) provides information and tools helpful in implementing effective strategies to address the needs identified by the survey.

The CalSCHLS Regional Centers offer data workshops and coaching to help identify local needs and develop action plans to meet those needs.

THE SURVEY

CDE has funded the CHKS since 1997 to provide data to assist schools in: (1) fostering safe and supportive school climates, social-emotional competencies, and engagement in learning; (2) preventing youth health-risk behaviors and other barriers to academic achievement; and (3) promoting positive youth development, resilience, and well-being. A thorough understanding of the scope and nature of student behaviors, attitudes, experiences, and supports is essential for guiding school improvement and academic, prevention, and health programs.

The CHKS is not just a standalone instrument but a data collection system that districts can customize to meet local needs and interests. The elementary school CHKS consists of a required general Core Module and a series of optional, supplementary topic-focused modules, including a Social Emotional Health Module (SEHM), that districts can elect to administer. Districts may also add their own

questions of local interest in a custom module. Table 1 indicates the modules administered by the district/school.

Core Module

As outlined in Exhibit 1, the Core Module consists of key questions that are considered most important for schools to guide improvement of academic, health, and prevention programs and promote student achievement, positive development, and well-being. The primary focus of the survey is assessing student perceptions and experiences related to:

- school climate, connectedness, and learning engagement;
- perceived school safety and frequency of, and reasons for, harassment and bullying at school;
- developmental supports (protective factors) that promote positive academic, social, and emotional outcomes: experiences of caring adult relationships, high expectations, and opportunities for meaningful participation at school;
- mental health, supports for social-emotional learning, and positive behavior; and
- health-related and behavioral learning barriers (e.g., substance use, violence at school, physical health, mental health).

What's New? Although most school buildings have re-opened in 2021-22 for in-person instruction in California, the CHKS still contains skip logic to direct students to some questions relevant to remote instruction for students participating in school remotely via the California's Independent Study option. The new content assessed by the Core Module includes:

- a new question asking about race/ethnicity and
- the addition of questions about school connectedness, meaningful participation, harassment, and bullying for respondents learning remotely.

To reduce survey burden, items assessing self-efficacy, problem solving, and peer supports have been moved back to the Social Emotional Health Module (SEHM).

Social Emotional Health Module (Supplementary)

The Social Emotional Health Module (SEHM) greatly enhances the value of the CHKS as a strength-based assessment of positive emotions, engagement, ability to build and maintain relationships, and other social-emotional competencies linked to student mental health and well-being, academic success, and life satisfaction. It includes 41 items that capture core adolescent psychological assets. The combination of the SEHM and Core Module yields a comprehensive set of data to inform decisions about mental health and social-emotional learning programs, including questions assessing emotional difficulties and life satisfaction.

SURVEY ADMINISTRATION AND SAMPLE

School staff administered the survey, following detailed instructions provided by CDE that were designed to assure the protection of all student and parental rights to privacy and to maintain confidentiality. Students were surveyed only with the consent of parents or guardians. Student participation was voluntary, anonymous, and confidential.

- Table A1.1 gives the target sample of students and the final number and percent of students who completed the survey (the participation response rate).
- The Appendix lists all the elementary schools in the district that were eligible to participate in the survey and the percentage of students enrolled in each of them that completed the survey.

THE REPORT

The report tables, organized by topic, provide the percentage of students that responded to each question response option. Percentages are rounded to the nearest whole number.

Race/Ethnic and Gender Results

Summary tables provide key findings (e.g., safety, harassment, developmental supports, school connectedness) disaggregated by race/ethnic categories and gender. Districts can subscribe to the District CalSCHLS data dashboard to disaggregate their CHKS results by the race/ethnicity or gender of students or by other demographic categories.

ONLINE DATA DASHBOARDS

Public Dashboard. Anyone can examine online key state and district CHKS results on the public CalSCHLS Data Dashboard (calschls.org/reports-data/public-dashboards). The dashboard can be used to graphically display statewide, county, and district key indicators from the Core Module, trends over time, and differences in survey outcomes by gender and afterschool program participation. In addition to displaying results interactively on the web, dashboard results can be exported as Image and PDF files for dissemination. District data are publicly posted on the dashboard by the end of November of the year following survey administration.

The District Dashboard Option. Districts may now also purchase a two-year subscription to a password protected, private data dashboard that displays up to eight years of CalSCHLS data at not only the district level but also the individual school level. The dashboard provides designated staff with graphical data displays for the district as a whole, for all schools in the district on the same page to enable comparisons across schools, and for a single, individual school. At both the district and school level, viewers can:

- compare their data with district and state averages;
- make comparisons by gender, race/ethnicity, and afterschool participation; and
- examine data trends over time overall and by different demographic groups.

Viewers at both the district level and the school level have the option to download data displays as a PDF document which can be shared with stakeholders.

UNDERSTANDING AND USING THE DATA

Care must be taken to understand the factors that can impact the quality, validity, and generalizability of the results. These include changes that occur in survey content, administration, and/or sample characteristics between administrations. The following are a few of the key issues that should be kept in mind.

Representativeness

Among the most important factors affecting the quality of survey results is the level of student participation. The validity and representativeness of the results will be adversely affected if the student response rate is lower than 70 percent (see Table A1.1 and Appendix I for student response rates). Even if the response rate is low, the results provide an indication of what those students who did respond felt about the school and their experiences and behavior.

Changes Between Survey Administrations

Many factors besides real changes in behavior, attitudes, or experiences among students may account for changes in results from administration to administration. Changes may be due to differences over time in the characteristics or size of the sample of students who completed the survey, changes in the questions themselves, or differences between time periods in which the survey was administered (e.g., some risk behaviors tend to increase as students age, or may increase during holidays or social events).

RESOURCES

CalSCHLS.org contains numerous guidebooks and other resources for using and understanding survey results.

- CHKS **factsheets** analyze key topics at the state level, show how data variables are related, and offer suggestions for how data can be analyzed at the local level (calschls.org/resources/factsheets).
- ***Assessing School Climate*** describes the value of the CalSCHLS student, staff, and parent surveys for assessing school climate, listing constructs and individual indicators (data.calschls.org/resources/Cal-SCHLS_AssessingClimate2013-14.pdf).
- ***Making Sense of School Climate*** provides a discussion of CalSCHLS survey items that relate to school climate (data.calschls.org/resources/S3_schoolclimateguidebook_final.pdf).
- ***Using CalSCHLS to Assess Social-Emotional Learning and Health*** describes how the CHKS Core and SEHM module provide a comprehensive profile of student social-emotional competency (learning) and health, and the related supports schools provide, including questions aligned with the framework developed by the Collaborative for Academic, Social, and Emotional Learning (CASEL) (data.calschls.org/resources/CalSCHLS_AssessSELH.pdf). The staff survey provides data on the perception of adults in the school on social-emotional service needs and provision.
- ***Helpful Resources for Local Control and Accountability Plans*** describes how survey items align with LCAP priorities and indicators (calschls.org/docs/lcap_cal_schls.pdf). Also available is an LCAP-related PowerPoint presentation (calschls.org/site/assets/files/1036/cal-schls-lcap_schoolclimatev6-1.pptx).
- The ***California Safe and Supportive Schools Newsletter*** provides monthly announcements of resources, tools, webinars and workshops, and research. Sign up on calschls.org/resources.
- CDE's **California Safe and Supportive Schools** website (ca-safe-supportive-schools.wested.org) contains a wealth of information and tools related to school climate improvement and social-emotional learning. It includes factsheets analyzing CalSCHLS data and *What Works Briefs* that provide guidance on strategies to implement.

- The **CalSCHLS Item Crosswalk** (calschls.org/docs/calschls-crosswalk.pdf) is a handy table listing all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found, to assist in the comparison of findings among students, staff, and parents.

NEXT STEPS

Receiving this report is just a beginning step in a data-driven decision-making process of continuous improvement. The following describes some additional steps you should take and some custom services (additional fees apply) available from the CalSCHLS Regional Centers. These will help in fostering effective use of the results and provide additional information to support school and program improvement efforts and the LCAP process.

Engage Students, Staff, and Parents in Reviewing the Results and Action Planning

Engage students, parents, and school/community stakeholders in reviewing and exploring the meaning of the results. Obtain their input into how the school might better meet the identified school and student needs and into developing a detailed action plan to guide school/community collaborative efforts. This communicates to stakeholders that you value their input into how to improve the school/community and gives them an opportunity for meaningful participation. By enlisting their collaboration, you also increase the prospect that the identified needs will be successfully addressed.

As part of this process, WestEd staff can facilitate a *Data Workshop* designed to identify local needs based on the survey results and engage adult stakeholders in developing a detailed plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center 888.841.7536 or email calschls@wested.org.

Compare Results with Other Data

The value of your CHKS results will be greatly enhanced if examined in the context of the following sources of related data.

- **Staff and Parent Surveys**. If your school district has administered the CalSCHLS school staff and parent surveys, obtain these results and compare them to those provided by students. It is important to determine how consistent are student, staff, and parent perceptions and experiences. To facilitate these comparisons, the CalSCHLS Survey Item Crosswalk (calschls.org/docs/calschls-crosswalk.pdf) lists all the constructs and questions that are on two or more of the CalSCHLS surveys, along with the report table number where results can be found. If your district did not administer these companion surveys, urge them to do so next time.
- **Secondary CHKS Results**. Examine how the results for 5th graders compare with those for 7th, 9th, and 11th graders if your district also administered the CHKS at these school levels. The elementary, middle, and high school surveys contain common indicators that will enable you to gain a sense of the developmental trajectory in these indicators and explore what programs at the elementary and middle school levels might help mitigate problems that are evident among older students.
- **Other Data**. Examine how the results compare with other youth data collected within the district that relate to the variables assessed. Other relevant school-related data include discipline referrals, school demographic information, school vandalism costs, and behavioral observations in classrooms.

- **Similar District and Statewide Results**. The aggregated results from the 2017-2019 statewide CHKS elementary survey administration can be downloaded from the CalSCHLS website (calschls.org/docs/statewide_1719_elem_chks.pdf) to help interpret your results. If there is a school district that you consider similar to your own, you can also check to see if they have administered the survey and download the results for comparison (calschls.org/reports-data/search-lea-reports). How you compare to state and district results can provide some context for your results, but the most important consideration is what your own results say about the students in your school/community.

Data Workshop

To assist in your review of the survey results, you can request your CalSCHLS Regional Center to conduct a structured, customized Data Workshop. In this workshop, a survey specialist works with district stakeholders to promote better understanding of the results and to identify local needs that need to be addressed. The workshops can also include engaging stakeholders in developing a detailed Action Plan and timetable for meeting those needs using evidence-based strategies. For more information, contact your CalSCHLS Regional Center (888.841.7536) or email calschls@wested.org.

Request Additional Reports and Data

As you review your data with stakeholders, you may find that additional data needs emerge. The following custom services are available through the CalSCHLS Regional Centers to help delve more deeply into your survey results and foster more effective use of the results in support of school and program improvement efforts and the LCAP process.

School Reports and School Climate Report Cards

If the schools in the district vary significantly in demographics, programs, or other characteristics, consider requesting individual reports for each school. Two types of reports are available:

- A full report with all the survey results
- A short, user-friendly, graphic **School Climate Report Card** that provides results across seven domains of school climate and provides an overall **School Climate Index** score based on those domains (calschls.org/reports-data)

District School Climate Report Card

For districts that survey all their schools, a district-level School Climate Report Card can be requested. This is a powerful, useful tool for guiding efforts to meet the school climate and pupil engagement priorities for the Local Control and Accountability Plan.

Disaggregated Reports

The staff of the CalSCHLS Regional Centers can produce reports that show how results vary by subgroups. For example, what are the characteristics of youth who are low in perceived safety, school connectedness, or academic motivation compared to those who are high? This is particularly important given the LCAP requirements to address these needs. This helps in understanding the meaning of the results and developing interventions that target groups most in need.

Additional Analysis of Data

The complete dataset is available electronically for additional analysis (calschls.org/reports-data). The dataset enables analyses of patterns in the results, how they are interrelated, and how they vary by

different subgroups of students and across schools within a district. You can also request an analysis by WestEd staff of any topic of interest.

Add Questions to Your Next Surveys

Determine what additional information is needed to guide school improvement efforts and add questions to your next CHKS, staff, or parent surveys. All three surveys are designed so that schools can add additional questions to help them conduct a more individualized and comprehensive assessment.

For more information about survey planning or technical assistance in understanding survey results and developing effective action plans to address identified needs, call the CalSCHLS helpline (888.841.7536) or email calschls@wested.org.

Exhibit 1

Major School-Related Domains and Constructs Assessed by CalSCHLS in Elementary Schools

	Student Core	Student Social Emotional Health	Staff Survey	Parent Survey
Student Learning Engagement				
Academic mindset		✓		
Academic motivation	✓		✓	✓
Academic performance	✓			
Attendance	✓		✓	
School connectedness	✓			
Student Social-Emotional and Physical Well-being				
Alcohol, tobacco, and drug use	✓		✓	✓
Bedtime	✓			
Collaboration		✓		
Empathy		✓		
Gratitude		✓		
Life satisfaction		✓		
Optimism		✓		
Perceived safety	✓		✓	✓
Persistence		✓		
Problem solving		✓		
Self-efficacy		✓		
Social-emotional competencies and health		✓	✓	
Social-emotional distress		✓		
Violence and victimization (bullying)	✓		✓	✓
Zest		✓		
School Climate Conditions				
Academic rigor and norms			✓	✓
High expectations	✓		✓	✓
Meaningful participation and decision-making	✓		✓	✓
Parent involvement	✓		✓	✓
Physical environment			✓	✓
Relationships among staff			✓	
Relationships among students		✓	✓	✓
Relationships between students and staff	✓		✓	✓
Respect for diversity and cultural sensitivity			✓	✓
Teacher and other supports for learning	✓		✓	✓
School Climate Improvement Practices				
Bullying prevention	✓		✓	✓
Discipline and order (policies, enforcement)	✓		✓	✓
Services and policies to address student needs			✓	
Social-emotional/behavioral supports	✓		✓	✓
Staff supports			✓	

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Survey Module Administration

Table 1
CHKS Survey Modules Administered

Survey Module	Administered
A. Core (Required)	X
B. District Afterschool Module (DASM)	
C. Gang Risk Awareness Module (GRAM)	
D. Mental Health Supports Module	
E. Military-Connected School Module	
F. Social Emotional Health Module (SEHM)	
G. Supplemental Health Module	
H. Tobacco-Use Prevention Education (TUPE) Module	
Z. Custom Questions	

Core Module Results

1. Survey Sample

Table A1.1
Student Sample Characteristics

	Grade 5
Student Sample Size	
Target sample	817
Final number	388
Response Rate	47%

Table A1.2
Number of Respondents by Instructional Model

	Grade 5
In-school learning only	374
Remote learning only	14

2. Summary of Key Indicators

Table A2.1
Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports		
School connectedness[†#] ***(In-School Only)***	71	A6.3
School connectedness[†ψ] ***(Remote Only)***		A6.3
Academic motivation[†]	84	A6.3
School boredom[†]	37	A6.9
Caring adults in school[†]	69	A6.3
High expectations-adults in school[†]	86	A6.3
Meaningful participation[†]	39	A6.3
Facilities upkeep[†Φ]	78	A6.11
Parent involvement in schooling[†]	81	A10.2
Social and emotional learning supports[†]	74	A7.1
Anti-bullying climate[†]	78	A9.6
School Safety and Cyberbullying		
Feel safe at school[†Φ]	80	A9.1
Feel safe on way to and from school[†Φ]	83	A9.1
Been hit or pushed[Φ]	25	A9.2
Mean rumors spread about you	33	A9.2
Called bad names or target of mean jokes	37	A9.2
Saw a weapon at school[§Φ]	9	A9.5
Cyberbullying[¶]	27	A9.3
School Disciplinary Environment		
Rule clarity[†]	81	A8.2
Students well behaved[†]	46	A8.4
Students treated fairly when break rules[†]	56	A8.1
Students treated with respect[†]	86	A8.1

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*
[#]*The scale was based on five survey questions for in-school respondents.*
[ψ]*The scale was based on four questions for remote respondents.*
[Φ]*In-school only.*
[§]*Past year.*
[¶]*Past 30 days.*

Table A2.2

Key Indicators of Substance Use, Routines, Remote Learning, and Student Well-Being

	Grade 5 %	Table
Substance Use		
Alcohol or drug use	15	A11.1
Marijuana use	1	A11.1
Cigarette use	1	A12.1
Vaping	3	A12.1
Routines		
Eating of breakfast[|]	56	A4.1
Late bedtime (at 10 pm or later)	31	A4.2
Learning from Home		
Weekdays worked on schoolwork (5 days)[¶δ]	54	A5.1
Synchronous instruction (4 days or more)[‖δ]	33	A5.1
Meaningful opportunities[†δ]	33	A5.2
Mental Health		
Frequent sadness[†]	18	A13.1
Wellness[†]	78	A13.2

Notes: Cells are empty if there are less than 10 respondents.

[|]*This morning.*

[‖]*Past 7 days.*

[¶]*Past 30 days.*

[δ]*Remote only.*

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

3. Demographics

Table A3.1
School Schedule, Past 30 Days

	Grade 5 %
In-School Model	96
Remote Learning Model	4

Question ES A.1: Which of the following best describes your school schedule during the past 30 days?
Notes: Cells are empty if there are less than 10 respondents.
In-School Model - Respondents selecting "I went to school in person at my school building for the entire day, Monday through Friday."
Remote Learning Model - Respondents selecting "I participated in school from home for the entire day on most or all weekdays and did not go to school in person."

Table A3.2
Gender of Sample

	Grade 5 %
Female	55
Male	45

Question ES A.2: Are you female or male?
Note: Cells are empty if there are less than 10 respondents.

Table A3.3
Race or Ethnicity

	Grade 5 %
American Indian or Alaska Native	3
Asian or Asian American	2
Black or African American	1
Hispanic or Latinx	59
Native Hawaiian or Pacific Islander	1
White	10
Mixed (two or more) ethnics	3
Something else	21

Question ES A.4: What is your race or ethnicity? (Mark All That Apply.)... American Indian or Alaska Native... Asian or Asian American... Black or African American... Hispanic or Latinx... Native Hawaiian or Pacific Islander... White... Something else.
Note: Cells are empty if there are less than 10 respondents.

Table A3.4
Number of Days Attending Afterschool Program (In-School Only)

	Grade 5 %
0 days	76
1 day	1
2 days	0
3 days	0
4 days	1
5 days	22

Question ES A.6: How many days a week do you usually go to your school's afterschool program?
Note: Cells are empty if there are less than 10 respondents.

4. Routines

Table A4.1
Eating of Breakfast

	Grade 5 %
No	44
Yes	56

Question ES A.5: Did you eat breakfast this morning?
Note: Cells are empty if there are less than 10 respondents.

Table A4.2
Bedtime

	Grade 5 %
Before 9:00 pm	29
Between 9:00 pm and 10:00 pm	40
Between 10:00 pm and 11:00 pm	20
Between 11:00 pm and midnight	6
After 12:00 am	6
Late bedtime (at 10 pm or later)	31

Question ES A.7: What time did you go to bed last night?
Note: Cells are empty if there are less than 10 respondents.

5. Learning from Home

Table A5.1

Remote Learning Schedule and Instructional Time (Remote Only)

	Grade 5 %
Time spent on learning and/or completing schoolwork from home on the average weekday	
Less than 1 hour	15
Between 1 and 2 hours	54
Between 2 and 3 hours	8
Between 3 and 4 hours	0
Between 4 and 5 hours	8
More than 5 hours	15
Number of days in the past week participating in an online class from home where your teacher talked to students	
0 days	33
1 day	0
2 days	8
3 days	25
4 days	8
5 days	25
Number of weekdays participating in school from home for the entire school day	
0 days	8
1 day	0
2 days	15
3 days	23
4 days	0
5 days	54

Question ES A.11, 13, 14: In the past 30 days, how many weekdays in an average week did you participate in school from home for the entire school day?... On the average weekday, how much of your day did you spend learning and completing schoolwork from home?... How many days in the past week did you participate in an online class from home where your teacher talked to students from a computer, phone, or tablet (iPad)?

Note: Cells are empty if there are less than 10 respondents.

Table A5.2

Interesting Activities Provided for Student in Remote Learning (Remote Only)

	Grade 5 %
No, never	17
Yes, some of the time	50
Yes, most of the time	17
Yes, all of the time	17

Question ES A.17: Do the teachers and other grown-ups from your school provide you with interesting activities to do while you are learning from home?

Note: Cells are empty if there are less than 10 respondents.

6. School Performance, Supports, and Engagements

Table A6.1
Perceived School Performance

	Grade 5 %
One of the best students	13
Better than most students	24
About the same as others	52
Don't do as well as most others	12

Question ES A.41: How well do you do in your schoolwork?
Note: Cells are empty if there are less than 10 respondents.

Table A6.2
Truancy, Past 30 Days

	Grade 5 %
I did not miss any days of school in the past 30 days	40
1 day	21
2 days	15
3 or more days	24

Question ES A.8, 15: In the past 30 days, how often did you miss an entire day of school for any reason? [In-school only]... In the past 30 days, how often did you miss an entire day of school from home for any reason? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.3

School Environment, School Connectedness, and Academic Motivation Scales

	Grade 5 %	Table
Total school supports	65	
Caring adults in school	69	A6.4
High expectations-adults in school	86	A6.5
Meaningful participation at school	39	A6.6
School connectedness[#] ***(In-School Only)***	71	A6.7
School connectedness[ψ] ***(Remote Only)***		A6.7
Academic motivation	84	A6.8

Notes: Cells are empty if there are less than 10 respondents.
Table numbers refer to tables with item-level results for the survey questions that comprise each scale.
Scales are based on average of students reporting "Yes, most of the time" or "Yes, all of the time."
[#]*The scale was based on five survey questions for in-school respondents.*
[ψ]*The scale was based on four questions for remote respondents.*

Table A6.4
Caring Adults in School Scale Questions

	Grade 5 %
Caring adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	69
Do the teachers and other grown-ups at school...	
care about you?	
No, never	5
Yes, some of the time	17
Yes, most of the time	26
Yes, all of the time	53
listen when you have something to say?	
No, never	4
Yes, some of the time	22
Yes, most of the time	27
Yes, all of the time	48
make an effort to get to know you?	
No, never	11
Yes, some of the time	36
Yes, most of the time	31
Yes, all of the time	22

Question ES A.32, 42, 46: Do the teachers and other grown-ups at school care about you?... Do the teachers and other grown-ups at school listen when you have something to say?... Do the teachers and other grown-ups at school make an effort to get to know you?
Note: Cells are empty if there are less than 10 respondents.

Table A6.5
High Expectations-Adults in School Scale Questions

	Grade 5 %
High expectations-adults in school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	86
Do the teachers and other grown-ups at school...	
tell you when you do a good job?	
No, never	3
Yes, some of the time	19
Yes, most of the time	30
Yes, all of the time	48
believe that you can do a good job?	
No, never	2
Yes, some of the time	13
Yes, most of the time	23
Yes, all of the time	63
want you to do your best?	
No, never	1
Yes, some of the time	5
Yes, most of the time	10
Yes, all of the time	83

Question ES A.33, 43, 47: Do the teachers and other grown-ups at school tell you when you do a good job?... Do the teachers and other grown-ups at school believe that you can do a good job?... Do the teachers and other grown-ups at school want you to do your best?
Note: Cells are empty if there are less than 10 respondents.

Table A6.6
Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
Average reporting "Yes, most of the time" or "Yes, all of the time"	39
Are you given a chance to help decide school activities or rules?	
No, never	40
Yes, some of the time	36
Yes, most of the time	14
Yes, all of the time	10
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	25
Yes, some of the time	41
Yes, most of the time	20
Yes, all of the time	14
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	16
Yes, some of the time	28
Yes, most of the time	29
Yes, all of the time	27
Do you get to do interesting activities at/when you participate in school?	
No, never	5
Yes, some of the time	36
Yes, most of the time	32
Yes, all of the time	28

Question ES A.30, 31, 34-37: Are you given a chance to help decide school activities or rules? [In-school only]... Are you given a chance to help decide school activities or rules when you participate in school? [Remote only]... Do the teachers and other grown-ups at school ask you about your ideas?... Do the teachers and other grown-ups give you a chance to solve school problems?... Do you get to do interesting activities at school? [In-school only]... Do you get to do interesting activities when you participate in school? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.6
Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	38
Yes, some of the time	40
Yes, most of the time	14
Yes, all of the time	8
Do your teachers ask you what you want to learn about?	
No, never	59
Yes, some of the time	26
Yes, most of the time	10
Yes, all of the time	5
Do you do things to be helpful at school?	
No, never	6
Yes, some of the time	33
Yes, most of the time	35
Yes, all of the time	27

Question ES A.38-40, 44, 45: Are you given a chance to help decide class activities or rules? [In-school only]... Are you given a chance to help decide class activities or rules when you participate in school? [Remote only]... Do your teachers ask you what you want to learn about?... Do you do things to be helpful at school? [In-school only]... Do you do things to be helpful when you participate in school? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.7
School Connectedness Scale Questions

	Grade 5 %
School connectedness[#] ***(In-School Only)***	
Average reporting "Yes, most of the time" or "Yes, all of the time"	71
School connectedness[ψ] ***(Remote Only)***	
Average reporting "Yes, most of the time" or "Yes, all of the time"	
Do you feel close to people at/from this school?	
No, never	14
Yes, some of the time	48
Yes, most of the time	23
Yes, all of the time	14
Are you happy to be at/with this school?	
No, never	1
Yes, some of the time	18
Yes, most of the time	31
Yes, all of the time	50
Do you feel like you are part of this school?	
No, never	6
Yes, some of the time	21
Yes, most of the time	24
Yes, all of the time	49
Do teachers treat students fairly?	
No, never	1
Yes, some of the time	12
Yes, most of the time	24
Yes, all of the time	63

Question ES A.18-22, 26, 27: Do you feel close to people at school? [In-school only]... Do you feel close to people from this school? [Remote only]... Are you happy to be at this school? [In-school only]... Are you happy with this school? [Remote only]... Do you feel like you are part of this school?... Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]

Notes: Cells are empty if there are less than 10 respondents.

[#]The scale was based on five survey questions for in-school respondents.

[ψ]The scale was based on four questions for remote respondents.

Table A6.7
School Connectedness Scale Questions – Continued

	Grade 5 %
Do you feel safe at school? ***(In-School Only)***	
No, never	4
Yes, some of the time	16
Yes, most of the time	35
Yes, all of the time	45

Question ES A.79: Do you feel safe at school? [In-school only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.8
Academic Motivation Questions

	Grade 5 %
Academic motivation	
Average reporting "Yes, most of the time" or "Yes, all of the time"	84
Do you finish all your class assignments?	
No, never	0
Yes, some of the time	15
Yes, most of the time	40
Yes, all of the time	45
When you get a bad grade, do you try even harder the next time?	
No, never	2
Yes, some of the time	6
Yes, most of the time	18
Yes, all of the time	74
Do you keep working and working on your schoolwork until you get it right?	
No, never	4
Yes, some of the time	17
Yes, most of the time	31
Yes, all of the time	48
Do you keep doing your schoolwork even when it's really hard for you?	
No, never	4
Yes, some of the time	13
Yes, most of the time	24
Yes, all of the time	59

Question ES A.63-66: Do you finish all your class assignments?... When you get a bad grade, do you try even harder the next time?... Do you keep working and working on your schoolwork until you get it right?... Do you keep doing your schoolwork even when it's really hard for you?
Note: Cells are empty if there are less than 10 respondents.

Table A6.9
School Boredom

	Grade 5 %
No, never	21
Yes, some of the time	42
Yes, most of the time	21
Yes, all of the time	16

Question ES A.16, 62: Do you get really bored participating in school from home? [Remote only]... Do you get really bored at school? [In-school only]
Note: Cells are empty if there are less than 10 respondents.

Table A6.10
School Pride

	Grade 5 %
Do you feel proud to belong to your school?	
No, never	4
Yes, some of the time	16
Yes, most of the time	23
Yes, all of the time	57

Question ES A.23: Do you feel proud to belong to your school?
Note: Cells are empty if there are less than 10 respondents.

Table A6.11
Quality of School Physical Environment (In-School Only)

	Grade 5 %
Is your school building neat and clean?	
No, never	2
Yes, some of the time	20
Yes, most of the time	42
Yes, all of the time	37

Question ES A.28: Is your school building neat and clean?
Note: Cells are empty if there are less than 10 respondents.

7. Supports for Learning at School

Table A7.1
Social and Emotional Learning Supports Scale Questions

	Grade 5 %
Social and emotional learning supports	
Average reporting "Yes, most of the time" or "Yes, all of the time"	74
Does your school...	
help students resolve conflicts with one another?	
No, never	3
Yes, some of the time	29
Yes, most of the time	32
Yes, all of the time	36
teach students to understand how other students think and feel?	
No, never	11
Yes, some of the time	26
Yes, most of the time	27
Yes, all of the time	36
teach students to feel responsible for how they act?	
No, never	3
Yes, some of the time	19
Yes, most of the time	28
Yes, all of the time	50
teach students to care about each other and treat each other with respect?	
No, never	3
Yes, some of the time	9
Yes, most of the time	17
Yes, all of the time	71

Question ES A.54-57: Does your school help students resolve conflicts with one another?... Does your school teach students to understand how other students think and feel?... Does your school teach students to feel responsible for how they act?... Does your school teach students to care about each other and treat each other with respect?
Note: Cells are empty if there are less than 10 respondents.

Table A7.2
Teachers Checking on how Students are Feeling

	Grade 5 %
No, never	19
Yes, some of the time	34
Yes, most of the time	21
Yes, all of the time	26

Question ES A.29: Do the teachers and other grown-ups from your school check on how you are feeling?
Note: Cells are empty if there are less than 10 respondents.

Table A7.3
Students at School Motivated to Learn

	Grade 5 %
No, never	4
Yes, some of the time	38
Yes, most of the time	39
Yes, all of the time	18

Question ES A.24, 25: Are the students at your school motivated to learn? [In-school only]... Are the students from your school motivated to learn? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

8. Fairness, Rule Clarity, and Positive Student Behavior

Table A8.1
Fairness Scale Questions

	Grade 5 %
Fairness	
Average reporting "Yes, most of the time" or "Yes, all of the time"	75
Do teachers treat students fairly?	
No, never	1
Yes, some of the time	12
Yes, most of the time	24
Yes, all of the time	63
Are the school rules fair?	
No, never	7
Yes, some of the time	21
Yes, most of the time	27
Yes, all of the time	46
Do teachers and other grown-ups at school treat students with respect?	
No, never	2
Yes, some of the time	13
Yes, most of the time	24
Yes, all of the time	62
Are students treated fairly when they break school rules?	
No, never	15
Yes, some of the time	30
Yes, most of the time	30
Yes, all of the time	26

Question ES A.26, 27, 48-50: Do teachers treat students fairly at school? [In-school only]... Do teachers treat students fairly? [Remote only]... Are the school rules fair?... Do teachers and other grown-ups at school treat students with respect?... Are students treated fairly when they break school rules?
Note: Cells are empty if there are less than 10 respondents.

Table A8.2
Clarity of Rules

	Grade 5 %
Do students know what the rules are?	
No, never	2
Yes, some of the time	17
Yes, most of the time	35
Yes, all of the time	46

Question ES A.53: Do students know what the rules are?
Note: Cells are empty if there are less than 10 respondents.

Table A8.3
Positive Behavior Scale Questions

	Grade 5 %
Positive behavior[^] ***(In-School Only)***	
Average reporting "Yes, most of the time" or "Yes, all of the time"	94
Positive behavior[λ] ***(Remote Only)***	
Average reporting "Yes, most of the time" or "Yes, all of the time"	85
Do you follow the classroom rules?	
No, never	0
Yes, some of the time	6
Yes, most of the time	27
Yes, all of the time	67
Do you follow the playground rules at recess and lunch times? ***(In-School Only)***	
No, never	3
Yes, some of the time	7
Yes, most of the time	25
Yes, all of the time	66
Do you listen when your teacher is talking?	
No, never	0
Yes, some of the time	3
Yes, most of the time	24
Yes, all of the time	72
Are you nice to other students?	
No, never	1
Yes, some of the time	4
Yes, most of the time	26
Yes, all of the time	70

Question ES A.67-70: Do you follow the classroom rules?... Do you follow the playground rules at recess and lunch times?... Do you listen when your teacher is talking?... Are you nice to other students?
Notes: Cells are empty if there are less than 10 respondents.
[^]*The scale was based on four survey questions for in-school respondents.*
[λ]*The scale was based on three questions for remote respondents.*

Table A8.4

Students at School Well Behaved

	Grade 5 %
No, never	4
Yes, some of the time	50
Yes, most of the time	38
Yes, all of the time	8

Question ES A.51, 52: Are students at this school well behaved? [In-school only]... Are students from this school well behaved? [Remote only]

Note: Cells are empty if there are less than 10 respondents.

9. School Violence, Victimization, and Safety

Table A9.1
Perceived Safety at or Outside of School (In-School Only)

	Grade 5 %
Do you feel safe at school?	
No, never	4
Yes, some of the time	16
Yes, most of the time	35
Yes, all of the time	45
Do you feel safe on your way to and from school?	
No, never	3
Yes, some of the time	13
Yes, most of the time	29
Yes, all of the time	54

Question ES A.79, 80: Do you feel safe at school?... Do you feel safe on your way to and from school?
Note: Cells are empty if there are less than 10 respondents.

Table A9.2
Violence Victimization Scale Questions (In-School Only)

	Grade 5 %
Violence victimization	
Average reporting "Yes"	32
Do other kids hit or push you at school when they are not just playing around? *(In-School Only)*	
No, never	75
Yes, some of the time	18
Yes, most of the time	3
Yes, all of the time	5
Do other kids at/from school spread mean rumors or lies about you?	
No, never	67
Yes, some of the time	21
Yes, most of the time	6
Yes, all of the time	5
Do other kids at/from school call you bad names or make mean jokes about you?	
No, never	63
Yes, some of the time	26
Yes, most of the time	5
Yes, all of the time	5

Question ES A.72-74, 76, 77: Do other kids hit or push you at school when they are not just playing around? [In-school only]... Do other kids at school spread mean rumors or lies about you? [In-school only]... Do other kids from your school spread mean rumors or lies about you? [Remote only]... Do other kids at school call you bad names or make mean jokes about you? [In-school only]... Do other kids from your school call you bad names or make mean jokes about you? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A9.3
Cyberbullying, Past 30 days

	Grade 5 %
No, never	73
Yes, some of the time	15
Yes, most of the time	7
Yes, all of the time	5

Question ES A.71: During the past 30 days, did kids spread mean rumors or lies, or hurtful pictures, about you online, on social media, or on a cell phone?
Note: Cells are empty if there are less than 10 respondents.

Table A9.4
Been Teased About Body Image

	Grade 5 %
No	71
Yes	29

Question ES A.81, 82: Have other kids at school ever teased you about what your body looks like? [In-school only]... Have other kids from your school ever teased you about what your body looks like? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

Table A9.5
Weapons (Gun or Knife) on School Property, Past Year (In-School Only)

	Grade 5 %
Brought a gun or knife to school	
No	99
Yes	1
Saw another kid with a gun or knife at school	
No	91
Yes	9

Question ES A.75, 78: During the past year, did you ever bring a gun or knife to school?... During the past year, have you ever seen another kid with a gun or knife at school?
Note: Cells are empty if there are less than 10 respondents.

Table A9.6
Anti-Bullying Climate Scale Questions

	Grade 5 %
Anti-bullying climate	
Average reporting "Yes, most of the time" or "Yes, all of the time"	78
Teachers and other grown-ups make it clear that bullying is not allowed.	
No, never	3
Yes, some of the time	6
Yes, most of the time	8
Yes, all of the time	83
If you tell a teacher that you've been bullied, the teacher will do something to help.	
No, never	5
Yes, some of the time	9
Yes, most of the time	25
Yes, all of the time	62
Students at/from your school try to stop bullying when they see it happening.	
No, never	17
Yes, some of the time	28
Yes, most of the time	29
Yes, all of the time	27

Question ES A.58-61: Do the teachers and other grown-ups make it clear that bullying is not allowed?... If you tell a teacher that you've been bullied, will the teacher do something to help?... Do students at your school try to stop bullying when they see it happening? [In-school only]... Do students from your school try to stop bullying when they see it happening? [Remote only]
Note: Cells are empty if there are less than 10 respondents.

10. Home Supports and Involvement in Schooling

Table A10.1
High Expectations-Adults at Home Scale Questions

	Grade 5 %
High expectations-adults at home	
Average reporting "Yes, most of the time" or "Yes, all of the time"	96
Does a parent or some other grown-up at home...	
believe that you can do a good job?	
No, never	1
Yes, some of the time	3
Yes, most of the time	17
Yes, all of the time	78
want you to do your best?	
No, never	0
Yes, some of the time	3
Yes, most of the time	8
Yes, all of the time	90

Question ES A.95, 96: Does a parent or some other grown-up at home believe that you can do a good job?... Does a parent or some other grown-up at home want you to do your best?
Note: Cells are empty if there are less than 10 respondents.

Table A10.2

Parent Involvement in Schooling Scale Questions

	Grade 5 %
Parent involvement in schooling	
Average reporting "Yes, most of the time" or "Yes, all of the time"	81
Does a parent or some other grown-up at home...	
care about your schoolwork?	
No, never	2
Yes, some of the time	6
Yes, most of the time	17
Yes, all of the time	75
ask if you did your homework/schoolwork?	
No, never	2
Yes, some of the time	7
Yes, most of the time	19
Yes, all of the time	73
check your homework/schoolwork?	
No, never	11
Yes, some of the time	21
Yes, most of the time	23
Yes, all of the time	45
ask you about school?	
No, never	4
Yes, some of the time	16
Yes, most of the time	21
Yes, all of the time	59
ask you about your grades?	
No, never	6
Yes, some of the time	19
Yes, most of the time	25
Yes, all of the time	50

Question ES A.94, 97-102: Does a parent or some other grown-up at home care about your schoolwork?... Does a parent or some other grown-up at home ask if you did your homework? [In-school only]... Does a parent or some other grown-up at home check your homework? [In-school only]... Does a parent or some other grown-up at home ask if you did your schoolwork? [Remote only]... Does a parent or some other grown-up at home check your schoolwork? [Remote only]... Does a parent or some other grown-up at home ask you about school?... Does a parent or some other grown-up at home ask you about your grades?

Note: Cells are empty if there are less than 10 respondents.

11. Alcohol and Other Drug (AOD) Use

Table A11.1
Use of Alcohol or Other Drugs, Lifetime

	Grade 5 %
Alcohol, one or two sips	14
Alcohol, a full glass	0
Inhalants (to get high)	3
Marijuana (smoke, vape, eat, or drink)	1
None of the above	85
Any of the above	15

Question ES A.87-89: Have you ever drunk beer, wine, or other alcohol?... Have you ever sniffed something through your nose to get "high"?... Have you ever used any marijuana (smoke, vape, eat, or drink)?
Note: Cells are empty if there are less than 10 respondents.

Table A11.2
Perception of Health Risk of Alcohol and Marijuana Use

	Grade 5 %
Alcohol	
No, not bad	3
Yes, a little bad	37
Yes, very bad	60
Marijuana (smoke, vape, eat, or drink)	
No, not bad	1
Yes, a little bad	5
Yes, very bad	55
I don't know what marijuana is	39

Question ES A.92, 93: Do you think drinking alcohol (beer, wine, liquor) is bad for a person's health?... Do you think using marijuana (smoke, vape, eat, or drink) is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

12. Tobacco Use and Vaping

Table A12.1
Cigarette Use and Vaping, Lifetime

	Grade 5 %
Ever smoked a cigarette	1
Part of a cigarette, like one or two puffs	1
A whole cigarette	0
Ever vaped	3

Question ES A.85, 86: Have you ever smoked a cigarette?... Have you ever vaped?
Note: Cells are empty if there are less than 10 respondents.

Table A12.2
Perception of Health Risk of Cigarette Use and Vaping

	Grade 5 %
Do you think smoking cigarettes is bad for a person's health?	
No, not bad	1
Yes, a little bad	7
Yes, very bad	92
Do you think vaping is bad for a person's health?	
No, not bad	2
Yes, a little bad	11
Yes, very bad	87

Question ES A.90, 91: Do you think smoking cigarettes is bad for a person's health?... Do you think vaping is bad for a person's health?
Note: Cells are empty if there are less than 10 respondents.

13. Other Physical and Mental Health Risks

Table A13.1
Frequent Sadness

	Grade 5 %
No, never	35
Yes, some of the time	47
Yes, most of the time	13
Yes, all of the time	5

Question ES A.84: Do you feel sad?
Note: Cells are empty if there are less than 10 respondents.

Table A13.2
Wellness

	Grade 5 %
Do you feel good and happy?	
No, never	3
Yes, some of the time	19
Yes, most of the time	42
Yes, all of the time	36

Question ES A.83: Do you feel good and happy?
Note: Cells are empty if there are less than 10 respondents.

14. Race/Ethnic Breakdowns

Table A14.1
School Engagement and Supports by Race/Ethnicity

	Grade 5 %
School Connectedness[†#] ***(In-School Only)***	
American Indian or Alaska Native	78
Asian or Asian American	
Black or African American	
Hispanic or Latinx	72
Native Hawaiian or Pacific Islander	
White	76
Mixed (two or more) ethnics	71
Something else	68
School Connectedness[†ψ] ***(Remote Only)***	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Academic motivation[†]	
American Indian or Alaska Native	90
Asian or Asian American	
Black or African American	
Hispanic or Latinx	83
Native Hawaiian or Pacific Islander	
White	90
Mixed (two or more) ethnics	94
Something else	84

Notes: Cells are empty if there are less than 10 respondents.
[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*
[#]*The scale was based on five survey questions for in-school respondents.*
[ψ]*The scale was based on four questions for remote respondents.*

Table A14.1
School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
School boredom†	
American Indian or Alaska Native	20
Asian or Asian American	
Black or African American	
Hispanic or Latinx	43
Native Hawaiian or Pacific Islander	
White	11
Mixed (two or more) ethnics	17
Something else	40
Caring adults in school†	
American Indian or Alaska Native	87
Asian or Asian American	
Black or African American	
Hispanic or Latinx	69
Native Hawaiian or Pacific Islander	
White	79
Mixed (two or more) ethnics	56
Something else	63
High expectations-adults in school†	
American Indian or Alaska Native	97
Asian or Asian American	
Black or African American	
Hispanic or Latinx	86
Native Hawaiian or Pacific Islander	
White	90
Mixed (two or more) ethnics	81
Something else	84

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.1
School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
Meaningful participation†	
American Indian or Alaska Native	47
Asian or Asian American	
Black or African American	
Hispanic or Latinx	40
Native Hawaiian or Pacific Islander	
White	42
Mixed (two or more) ethnics	35
Something else	36
Facilities upkeep† ***(In-School Only)***	
American Indian or Alaska Native	80
Asian or Asian American	
Black or African American	
Hispanic or Latinx	78
Native Hawaiian or Pacific Islander	
White	79
Mixed (two or more) ethnics	100
Something else	77
Parent involvement in schooling†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	81
Native Hawaiian or Pacific Islander	
White	81
Mixed (two or more) ethnics	82
Something else	81

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.1
School Engagement and Supports by Race/Ethnicity – Continued

	Grade 5 %
Social and emotional learning supports†	
American Indian or Alaska Native	83
Asian or Asian American	
Black or African American	
Hispanic or Latinx	74
Native Hawaiian or Pacific Islander	
White	81
Mixed (two or more) ethnics	66
Something else	69
Anti-bullying climate†	
American Indian or Alaska Native	87
Asian or Asian American	
Black or African American	
Hispanic or Latinx	77
Native Hawaiian or Pacific Islander	
White	79
Mixed (two or more) ethnics	76
Something else	79

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.2
School Safety by Race/Ethnicity (In-School Only)

	Grade 5 %
Feel safe at school†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	80
Native Hawaiian or Pacific Islander	
White	85
Mixed (two or more) ethnics	82
Something else	79
Feel safe on way to and from school†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	81
Native Hawaiian or Pacific Islander	
White	82
Mixed (two or more) ethnics	82
Something else	88
Been hit or pushed	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	24
Native Hawaiian or Pacific Islander	
White	27
Mixed (two or more) ethnics	36
Something else	23

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.2
School Safety by Race/Ethnicity – Continued

	Grade 5 %
Mean rumors spread about you	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	29
Native Hawaiian or Pacific Islander	
White	42
Mixed (two or more) ethnics	36
Something else	30
Called bad names or target of mean jokes	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	37
Native Hawaiian or Pacific Islander	
White	39
Mixed (two or more) ethnics	36
Something else	37
Saw a weapon at school[§] ***(In-School Only)***	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	9
Native Hawaiian or Pacific Islander	
White	9
Mixed (two or more) ethnics	9
Something else	10

Notes: Cells are empty if there are less than 10 respondents.
[§]*Past year.*

Table A14.3
Cyberbullying by Race/Ethnicity

	Grade 5 %
Cyberbullying[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	25
Native Hawaiian or Pacific Islander	
White	40
Mixed (two or more) ethnics	25
Something else	24

Notes: Cells are empty if there are less than 10 respondents.
[¶]*Past 30 days.*

Table A14.4
School Disciplinary Environment by Race/Ethnicity

	Grade 5 %
Rule clarity†	
American Indian or Alaska Native	90
Asian or Asian American	
Black or African American	
Hispanic or Latinx	80
Native Hawaiian or Pacific Islander	
White	91
Mixed (two or more) ethnics	73
Something else	82
Students well behaved†	
American Indian or Alaska Native	40
Asian or Asian American	
Black or African American	
Hispanic or Latinx	45
Native Hawaiian or Pacific Islander	
White	67
Mixed (two or more) ethnics	36
Something else	46
Students treated fairly when break rules†	
American Indian or Alaska Native	60
Asian or Asian American	
Black or African American	
Hispanic or Latinx	59
Native Hawaiian or Pacific Islander	
White	58
Mixed (two or more) ethnics	45
Something else	48

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.4

School Disciplinary Environment by Race/Ethnicity – Continued

	Grade 5 %
Students treated with respect†	
American Indian or Alaska Native	80
Asian or Asian American	
Black or African American	
Hispanic or Latinx	85
Native Hawaiian or Pacific Islander	
White	94
Mixed (two or more) ethnics	82
Something else	87

Notes: Cells are empty if there are less than 10 respondents.

†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Table A14.5
Substance Use by Race/Ethnicity

	Grade 5 %
Alcohol or drug use	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	18
Native Hawaiian or Pacific Islander	
White	9
Mixed (two or more) ethnics	17
Something else	16
Marijuana use	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	2
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) ethnics	0
Something else	0
Cigarette use	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	1
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) ethnics	0
Something else	0

Note: Cells are empty if there are less than 10 respondents.

Table A14.5
Substance Use by Race/Ethnicity – Continued

	Grade 5 %
Vaping	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	4
Native Hawaiian or Pacific Islander	
White	0
Mixed (two or more) ethnics	0
Something else	0

Note: Cells are empty if there are less than 10 respondents.

Table A14.6
Routines by Race/Ethnicity

	Grade 5 %
Eating of breakfast[1]	
American Indian or Alaska Native	60
Asian or Asian American	
Black or African American	
Hispanic or Latinx	55
Native Hawaiian or Pacific Islander	
White	71
Mixed (two or more) ethnics	69
Something else	53
Late bedtime (at 10 pm or later)	
American Indian or Alaska Native	10
Asian or Asian American	
Black or African American	
Hispanic or Latinx	37
Native Hawaiian or Pacific Islander	
White	13
Mixed (two or more) ethnics	8
Something else	29

Notes: Cells are empty if there are less than 10 respondents.
[1]*This morning.*

Table A14.7

Learning from Home by Race/Ethnicity (Remote Only)

	Grade 5 %
Weekdays worked on schoolwork (5 days)[¶]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Synchronous instruction (4 days or more)[‖]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	
Meaningful opportunities[†]	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	
Native Hawaiian or Pacific Islander	
White	
Mixed (two or more) ethnics	
Something else	

Notes: Cells are empty if there are less than 10 respondents.

[‖]*Past 7 days.*

[¶]*Past 30 days.*

Table A14.8
Mental Health by Race/Ethnicity

	Grade 5 %
Frequent sadness†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	19
Native Hawaiian or Pacific Islander	
White	21
Mixed (two or more) ethnics	17
Something else	12
Wellness†	
American Indian or Alaska Native	
Asian or Asian American	
Black or African American	
Hispanic or Latinx	75
Native Hawaiian or Pacific Islander	
White	88
Mixed (two or more) ethnics	92
Something else	74

Notes: Cells are empty if there are less than 10 respondents.
†*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

15. Gender Breakdowns

Table A15.1

Key Indicators of School Climate and Substance Use by Gender

	Grade 5 Female %	Grade 5 Male %
School Engagement and Supports		
School connectedness[†#] ***(In-School Only)***	72	70
School connectedness[†ψ] ***(Remote Only)***		
Academic motivation[†]	85	83
School boredom[†]	35	39
Caring adults in school[†]	70	68
High expectations-adults in school[†]	86	86
Meaningful participation at school[†]	40	38
Facilities upkeep[†Φ]	78	78
Parent involvement in schooling[†]	81	82
Social and emotional learning supports[†]	75	73
Anti-bullying climate[†]	78	78

Notes: Cells are empty if there are less than 10 respondents.

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[#]*The scale was based on five survey questions for in-school respondents.*

[ψ]*The scale was based on four questions for remote respondents.*

[Φ]*In-school only.*

Table A15.1

Key Indicators of School Climate and Substance Use by Gender – Continued

	Grade 5	
	Female %	Male %
School Safety and Cyberbullying		
Feel safe at school[†Φ]	80	80
Feel safe on way to and from school[†Φ]	82	85
Been hit or pushed[Φ]	24	25
Mean rumors spread about you	35	30
Called bad names or target of mean jokes	36	39
Saw a weapon at school[§Φ]	9	9
Cyberbullying[¶]	27	26
School Disciplinary Environment		
Rule clarity[†]	80	81
Students well behaved[†]	43	48
Students treated fairly when break rules[†]	54	59
Students treated with respect[†]	86	85
Substance Use		
Alcohol or drug use	14	17
Marijuana use	1	1
Cigarette use	1	1
Vaping	3	2

Notes: Cells are empty if there are less than 10 respondents.

[Φ]*In-school only.*

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

[§]*Past year.*

[¶]*Past 30 days.*

Table A15.2

Key Indicators of Routines, Remote Learning, and Mental Health by Gender

	Grade 5	
	Female %	Male %
Routines		
Eating of breakfast[|]	57	55
Late bedtime (after 10 pm)	31	31
Learning from Home		
Weekdays worked on schoolwork (5 days)[¶δ]		
Synchronous instruction (4 days or more)[‖δ]		
Meaningful opportunities[†δ]		
Mental Health		
Frequent sadness[†]	20	14
Wellness[†]	75	81

Notes: Cells are empty if there are less than 10 respondents.

[|]*This morning.*

[¶]*Past 30 days.*

[δ]*Remote only.*

[‖]*Past 7 days.*

[†]*Average percent of respondents reporting "Yes, most of the time" or "Yes, all of the time."*

Appendix

2021-22 CHKS Elementary Survey Response Rates

Eligible Schools	5th %
Charleston Elementary	80
Grasslands Elementary	70
Henry Miller Elementary	48
Lorena Falasco Elementary	39
Los Banos Elementary	58
Mercey Springs Elementary	47
R. M. Miano Elementary	32
Volta Elementary	47
Westside Union Elementary	24

Notes: Response rates are presented by grade level. Eligible schools listed are based on CBEDS 2021-22 public school and 2020-21 enrollment data files. Directly funded charter schools have been excluded from the list.